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ABSTRACT

This book provides programming ideas, methods, strategies, and adaptations of the learning environment for implementing physical education programs for handicapped students. Part I, "Legislation and the Challenge," introduces Public Law 94-142, the Education for All Handicapped Children Act, its mandates, and its procedures for implementing individualized education programs (IEP). The learning and psychomotor characteristics of particular types of disabilities are discussed. Part II, "The Psychomotor Domain and Motor Skill Acquisition" stresses the sequential order in which motor skills develop. It includes teaching strategies for fundamental patterns and skills, perceptual motor integration, and physical fitness, along with information on weight management and nutritional health. Part III, "Program Development" emphasizes assessment techniques for determining psychomotor strengths and weaknesses, testing instruments, interpretation of test results, IEP development, and methods of achieving the least restrictive environment. The next part, "Methods and Strategies of Good Teaching" discusses both noncategorized and categorized approaches to developing psychomotor skills, focusing on task analysis, behavior management, classroom organization, and strategies for specific types of disabilities. Games and lead-ups to team and leisure sports are described in Part V, "Specific Skill Areas and Modifications." The final part, "Therapeutic Approaches" addresses the value of combining therapeutic activities such as play therapy, music and dance therapy, and outdoor experiences with the physical education program. (JDD)

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